



Belvedere Elementary

201 Rhomboid Place

Belvedere, South Carolina

Grades	PK-5 Elementary School	
Enrollment	614 Students	
Principal	Mr. Rod W. Greenway	803-442-6330
Superintendent	Dr. Elizabeth Everitt	803-641-2428
Board Chair	Dr. Christine Sanders	803-663-1703

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Good*
2007	Average	Average
2006	Good	Good
2005	Average	At-Risk
2004	Good	Below Average

* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

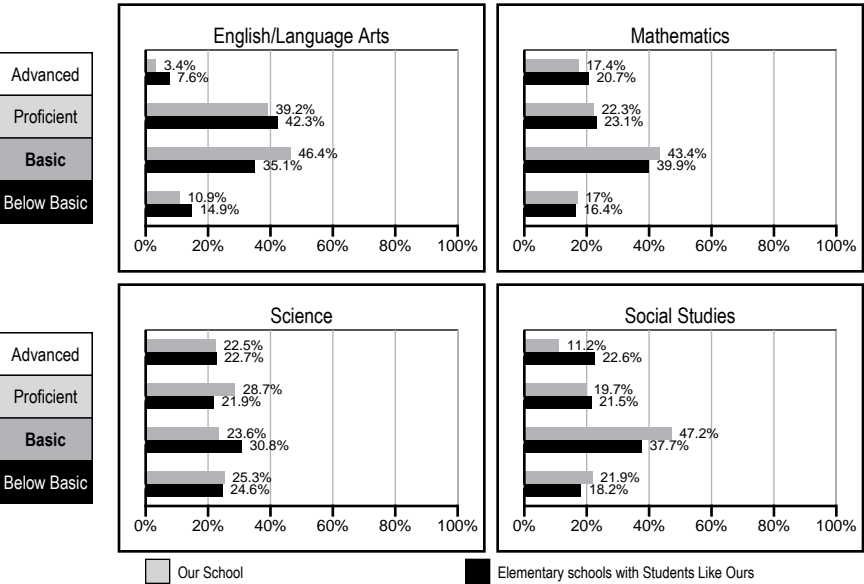
95.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	30	55	4	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=614)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	5.1%	Up from 3.5%	2.0%	2.3%
Attendance rate	96.5%	Up from 96.2%	96.4%	96.3%
Eligible for gifted and talented	13.6%	Down from 15.5%	15.4%	10.4%
With disabilities other than speech	6.1%	Up from 5.6%	6.8%	7.5%
Older than usual for grade	1.8%	Up from 1.3%	0.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	57.5%	Up from 55.3%	59.8%	56.7%
Continuing contract teachers	95.0%	Up from 89.5%	80.2%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.1%	Up from 87.3%	89.4%	86.4%
Teacher attendance rate	92.7%	Down from 94.7%	94.8%	94.9%
Average teacher salary	\$46,714	Up 2.0%	\$46,464	\$45,345
Professional development days/teacher	5.1 days	Down from 7.2 days	13.0 days	12.6 days
School				
Principal's years at school	7.0	Up from 5.0	5.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Down from 20.1 to 1	19.4 to 1	18.5 to 1
Prime instructional time	88.6%	Down from 90.1%	90.1%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,727	Down 3.8%	\$6,427	\$7,052
Percent of expenditures for instruction*	74.4%	Up from 73.7%	69.7%	69.1%
Percent of expenditures for teacher salaries*	70.3%	Up from 69.9%	65.4%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Belvedere Elementary School is a neighborhood school that has an enrollment of 616 students with strong parental support. Their support is vital to our school because they are the motivating factor that connects the students' home life with their school life. Our students are heterogeneously grouped from four year old kindergarten through fifth grade. Our poverty index for free and reduced lunches is measured at forty-five percent, and we qualify as a schoolwide Title 1 program.

Belvedere Elementary students performed well on the PACT test in the spring of 2007, and we did make Adequate Yearly Progress. The additional emphasis on Math and Reading, with daily testing in the CAI lab, has proved to be very helpful to the academic progress that we accomplished. They also have access to a science lab, where they are exposed to many different types of science projects with an opportunity to be a member of the Belvedere Science Club. This is an excellent extension of the regular classroom.

Our staff provides various opportunities and learning styles for each student to learn and succeed while they are at school. They participate in a variety of staff development seminars, classes, and workshops that have improved their abilities and methods of instruction in the classroom. Some examples are differentiated instruction, MAP training, assessment and student evaluation practices for RIT Band instruction. Our teachers have also attended a seminar by Marsha Tate, where they had an opportunities to learn about many of her teaching strategies that they could put in place in their classrooms.

Each year, we receive extra tutoring from nine foster grandparents and five parent volunteers. The Belvedere PTO and the Belvedere School Improvement Council have contributed a great deal of time and efforts to enhance the physical comforts of our building and campus. We have used our resources wisely to make a quality education available to our students in our community.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	45	101	58
Percent satisfied with learning environment	95.6%	93.0%	96.6%
Percent satisfied with social and physical environment	97.8%	90.1%	94.8%
Percent satisfied with school-home relations	91.1%	94.0%	98.3%

* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
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	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.4%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group											
	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	280	98.6	9.9	46.9	39.7	3.4	59.2	49.8	48.2	Yes	Yes
Gender											
Male	127	99.2	16.4	47.4	34.5	1.7	50	43.8	41.7	N/A	N/A
Female	153	98	4.8	46.6	43.8	4.8	66.4	56.3	55	N/A	N/A
Racial/Ethnic Group											
White	190	99	8.9	42.5	44.1	4.5	63.1	59.8	60	Yes	Yes
African American	72	100	11.6	60.9	27.5	0	50.7	33.8	31.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	75	70.4	I/S	I/S
Hispanic	13	92.3	20	50	20	10	30	39.7	38.4	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	75	47	I/S	I/S
Disability Status											
Disabled	27	96.3	20	60	20	0	40	15.2	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	13	84.6	33.3	44.4	11.1	11.1	22.2	43	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	130	98.5	12.3	55.7	31.1	0.8	49.2	35.8	34	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)											
All Students	280	98.9	16.3	43.7	22.4	17.5	55.1	46.9	45.8	Yes	Yes
Gender											
Male	127	99.2	19	37.9	22.4	20.7	53.4	47.9	45.6	N/A	N/A
Female	153	98.7	14.3	48.3	22.4	15	56.5	45.7	45.9	N/A	N/A
Racial/Ethnic Group											
White	190	99	12.8	42.5	26.3	18.4	59.8	57.2	59	Yes	Yes
African American	72	100	23.2	47.8	17.4	11.6	43.5	29.7	26.9	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	78.3	71.3	I/S	I/S
Hispanic	13	100	36.4	45.5	0	18.2	36.4	40.1	38.1	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	62.5	46.2	I/S	I/S
Disability Status											
Disabled	27	96.3	36	48	12	4	28	15.8	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	13	92.3	50	30	0	20	30	42.9	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	130	99.2	22	49.6	17.9	10.6	43.1	32.8	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	184	98.9	24.9	23.7	28.8	22.6	51.4	34.1	35.7	96.5	95.9
Gender											
Male	89	98.9	23.8	22.6	31	22.6	53.6	36.6	37.4	96.4	95.8
Female	95	99	25.8	24.7	26.9	22.6	49.5	31.3	33.8	96.5	96.1
Racial/Ethnic Group											
White	130	98.5	18.7	23.6	30.9	26.8	57.7	45.2	49.2	96.4	95.9
African American	44	100	45.5	20.5	20.5	13.6	34.1	16.4	17	96.6	95.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	55.9	58	93.6	97.6
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	24	24.9	96.6	96.2
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	58.8	37.4	98.5	95.8
Disability Status											
Disabled	18	94.4	47.1	23.5	23.5	5.9	29.4	12.8	14	95.3	94.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.5
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	28	24.4	96.2	96.5
Socio-Economic Status											
Subsided meals	87	100	35.3	24.7	28.2	11.8	40	20.4	21.1	96	95.2

Social Studies

All Students	188	99.5	21.5	47.5	19.8	11.3	31.1	30.3	34	96.5	95.9
Gender											
Male	85	100	24.4	39.7	21.8	14.1	35.9	33.8	36.6	96.4	95.8
Female	103	99	19.2	53.5	18.2	9.1	27.3	26.5	31.3	96.5	96.1
Racial/Ethnic Group											
White	123	99.2	20.5	46.2	19.7	13.7	33.3	38.6	44.5	96.4	95.9
African American	52	100	22.4	55.1	14.3	8.2	22.4	17	19.1	96.6	95.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	56.1	58.9	93.6	97.6
Hispanic	10	I/S	I/S	I/S	I/S	I/S	I/S	20.3	27.5	96.6	96.2
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	53.3	32.7	98.5	95.8
Disability Status											
Disabled	22	95.5	35	55	0	10	10	10.7	14.4	95.3	94.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.5
English Proficiency											
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	23.9	27.3	96.2	96.5
Socio-Economic Status											
Subsided meals	81	100	25	56.6	14.5	3.9	18.4	18.6	21	96	95.2

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	92	100	17.9	32.1	39.3	10.7	50
	4	102	100	11	45.1	42.9	1.1	44
	5	95	96.8	14.6	46.1	37.1	2.2	39.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	85	97.7	7.8	41.6	48.1	2.6	50.6
	4	93	98.9	12.1	47.3	38.5	2.2	40.7
	5	102	99	9.6	51.1	34	5.3	39.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	92	100	23.8	46.4	22.6	7.1	29.8
	4	102	100	13.2	40.7	33	13.2	46.2
	5	95	96.8	14.6	42.7	31.5	11.2	42.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	85	98.8	23.1	52.6	15.4	9	24.4
	4	93	98.9	17.6	36.3	22	24.2	46.2
	5	102	99	9.6	43.6	28.7	18.1	46.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	46	100	42.9	31	21.4	4.8	26.2
	4	102	100	19.8	37.4	27.5	15.4	42.9
	5	46	97.8	30.2	27.9	23.3	18.6	41.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	42	97.6	37.5	27.5	22.5	12.5	35
	4	93	98.9	26.4	19.8	35.2	18.7	53.8
	5	49	100	10.9	28.3	21.7	39.1	60.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	46	100	19	40.5	26.2	14.3	40.5
	4	102	100	23.1	47.3	22	7.7	29.7
	5	48	100	21.7	32.6	19.6	26.1	45.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	43	100	26.3	50	15.8	7.9	23.7
	4	93	98.9	23.1	47.3	19.8	9.9	29.7
	5	52	100	14.6	45.8	22.9	16.7	39.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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